

**LEA Application**  
**Michigan SIG Cohort IV**

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

<p>Legal Name of LEA Applicant:</p> <p>Battle Creek Public Schools</p> <p>District Code: 13020</p>	<p>Applicant's Mailing Address:</p> <p>3 W. Van Buren, Battle Creek MI 49017</p>
<p>LEA Contact for the School Improvement Grant</p> <p>Name: Jillian Johnson</p> <p>Position and Office: Asst. Director of Grants and Federal Programs</p> <p>Contact's Mailing Address: 3 W. Van Buren, Battle Creek MI, 49017</p> <p>Telephone: 269-965-9451</p> <p>Fax: 269-269-721-1071</p> <p>Email address: jjohnson1@battle-creek.k12.mi.us</p>	
<p>LEA School Superintendent/Director (Printed Name):</p>	<p>Telephone:</p>
<p>Signature of the LEA School Superintendent/Director:</p> <p>X_____</p>	<p>Date:</p>
<p>LEA School Board President (Printed Name):</p>	<p>Telephone:</p>
<p>Signature of the LEA Board President:</p> <p>X_____</p>	<p>Date:</p>
<p>Union Representative (Printed Name):</p>	<p>Telephone:</p>
<p>Signature of Union Representative:</p> <p>X_____</p>	<p>Date:</p>

The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the conditions that apply to any waivers the State of Michigan receives through this application.

**ASSURANCES AND CERTIFICATION:** By signing this cover sheet, the applicant certifies that it will agree to perform all actions and support all intentions stated in the Assurances and Certifications in **Attachment H**, and will comply with all state and federal regulations and requirements pertaining to this program. The applicant certifies further that the information submitted on this application is true and correct.

# **LEA APPLICATION**

## **SCHOOLS TO BE SERVED**

**SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the Eligible schools it will serve with a School Improvement Grant.**

The LEA must identify each Eligible school the LEA commits to serve and identify the model that the LEA will use in each Eligible school. Detailed descriptions of the requirements for each intervention are in attachments E.1 – E.6

An LEA in which one or more priority schools are located must serve all of these schools before it may serve one or more focus schools.

Note: Weight will be given to applicant schools that:

- have not previously received a SIG award
- are identified as priority
- choose the transformation, turnaround, whole-reform, or early learning models

<b>SCHOOL NAME</b>	<b>NCES ID #</b>	<b>PRIORITY (check)</b>	<b>FOCUS (check - if applicable)</b>	<b>INTERVENTION MODEL</b>
Ann J Kellogg	9351	x		Transformation

Note: The **“Rule of Nine” has been eliminated**. In previous years, an LEA that has nine or more Priority schools could not implement the transformation model in more than 50 percent of those schools. That requirement is **no longer in effect**.

## **OVERVIEW OF APPLICATION REQUIREMENTS**

### **- DO NOT RESPOND HERE -**

1. **Analysis of Need:** (Section B, Question 1) For each priority and focus school that the LEA commits to serve, the LEA must demonstrate that the LEA has analyzed the needs of each school, such as instructional programs, school leadership and school infrastructure, based on a needs analysis that, among other things, analyzes the needs identified by families and the community, and selected interventions for each school aligned to the needs each school has identified.
2. **Family and Community Input:** (Section B, Question 1.b) For each priority and focus school that the LEA commits to serve, the LEA must demonstrate that it has taken into consideration family and community input in selecting the intervention.
3. **Intervention Plan:** (Section B, Question 3) The LEA must describe actions it has taken, or will take, to design and implement a plan consistent with the final requirements of the turnaround model, restart model, school closure, transformation model, evidence-based whole school reform model, early learning model, or state-determined model.
4. **Capacity to Provide Adequate Resources:** (Section A, Question 1) The LEA must describe actions it has taken, or will take, to determine its capacity to provide adequate resources and related support each priority and focus school, identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected on the first day of the first school year of full implementation.
5. **External Service Provider Selection:** (Section B, Question 5) The LEA must describe actions it has taken, or will take, to recruit, screen, and select external providers, if applicable, to ensure their quality, and regularly review and hold accountable such providers for their performance.
6. **Resource Profile:** (Section B, Question 4) The LEA must describe actions it has taken, or will take, to align other resources (for example, Title I funding) with the selected intervention.
7. **LEA Actions to Support the Intervention Model:** (Section A, Question 1) The LEA (district/central office) must describe actions it has taken, or will take, to modify its practices or policies, if necessary, to enable it to implement the selected intervention fully and effectively.
8. **LEA Oversight of SIG Implementation:** (Section A, Question 2) The LEA must describe how it will provide effective oversight and support for implementation of the selected intervention for each school it proposes to serve.
9. **Family and Community Engagement:** (Section B, Question 3.b) The LEA must describe how it will meaningfully engage families and the community in the implementation of the selected intervention on an ongoing basis.
10. **Sustaining Reforms:** (Section B, Question 9) The LEA must describe how it will sustain the reforms after the funding period ends.
11. **Reform Model Implementation:** (Section B, Question 3, Attachments E.1 – E.6) The LEA must describe how it will implement, to the extent practicable, in accordance with its selected SIG intervention model(s), one or more evidence-based strategies.
12. **Annual Goals:** The LEA must describe how it will monitor each priority and focus school, that receives school improvement funds including by

- a. Establishing annual goals for student achievement on the State's assessments in both reading/language arts and mathematics (Section B, Question 8)
  - b. Measuring progress on the leading indicators from attachment A, Baseline Data. (Section A, Question 3)
- 13. **Charter School and External Service Provider Accountability:** (Section A, Questions 4 and 5) An LEA must hold the charter school operator, CMO, EMO, or other external provider accountable for meeting these requirements, if applicable.
- 14. **Pre-Implementation Activities** (Section B, Question 3, Attachments E and F) An LEA that intends to use the first year of its School Improvement Grants award for planning and other pre-implementation activities for an eligible school, the LEA must include a description of the activities, the timeline for implementing those activities, and a description of how those activities will lead to successful implementation of the selected intervention.
- 15. **Rural LEA Model Modification:** (Section B, Question 3.c) For an LEA eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA (Rural Education Assistance Program) that chooses to modify one element of the turnaround or transformation model, the LEA must describe how it will meet the intent and purpose of that element.
- 16. **Evidence-Based, Whole-School Reform Model:** (Section B, Question 3, Attachment E.4) For an LEA that applies to implement an evidence-based, whole-school reform model in one or more eligible schools, the LEA must describe how it will
  - a. Implement a model with evidence of effectiveness that includes a sample population or setting similar to the population or setting of the school to be served; and
  - b. Partner with a whole school reform model developer, as defined in the SIG requirements.
- 17. **Restart Model:** (Section B, Question 3, Attachment E.5) For an LEA that applies to implement the restart model in one or more eligible schools, the LEA must describe the rigorous review process (as described in the final requirements) it has conducted or will conduct of the charter school operator, CMO, or EMO that it has selected or will select to operate or manage the school or schools.
- 18. **Implementation Timeline:** (Section B, Question 7, Attachment F) the LEA must include a timeline delineating the steps it will take to implement the selected intervention in each school identified in the LEA's application.

## Section A

### District/Central Office Level Responses

#### 1. Actions to Support the Intervention Model:

- The LEA (district/central office) must describe actions it has taken, or will take, to modify its practices or policies, if necessary, to enable it to implement the selected intervention fully and effectively
- Describe how the district/building's human resources will be more involved in intentional hiring of the best staff possible to implement the grant and build capacity
- Describe how community resources will be aligned to facilitate implementation of the selected intervention
- If the applicant is a priority school, how does this align with and support the existing state reform/redesign plan? **(maximum length 2 pages)**

Building principals will be given the flexibility to operate the schools according to the proposed redesign plan, and as needed to substantially improve student academic outcomes. Areas of flexibility include staffing, assignment of personnel to duties, managing the flow of all site-based discretionary funds, determining (with staff input) the Title I budget each year, directing the building-level leadership team, managing all school improvement goals, and other areas of instructional leadership. o Flexibility will be provided with regard to district instructional pacing guides to assure that instructional staffs have the discretion to adjust activities to meet the needs of students while assuring that the district curriculum is fully implemented. Any alterations to district pacing guides will assure that all essential content is taught to mastery and that required benchmarks are met within the suggested timeline. The district has negotiated a plan to add 25 additional minutes to the school day (5 days per week). This time will be used as an additional intervention block for tier 2 and 3 students. During that interventional time ALL students will be in a small group setting. Priority schools are given first options during lay-off and hiring to develop a strong instructional team. In the past if there was an opening in the building and a teacher who would be called back to a teaching position, the school was required to employ the called back teacher. Our priority schools have the option to accept only the most qualified teacher. Priority schools will hire additional coaching support for teachers who are less effective. If the teacher continues to perform at a lower level, the district will support that teacher in a different school.

The district structures professional development so that all instructional staff at the schools actively participates in professional learning communities across instructional levels and content areas. It also supports job-embedded collaboration with time and funding. The district has organized professional development around common key topics that support the implementation of curriculum, instructional strategies and assessments with an emphasis on equity and underserved populations. District and

school staffs collaborate to determine the specific professional development content through an analysis of students and program assessment data. Although the focus of professional development is common across the district, the district builds school level capacity through multiple types of job-embedded strategies to assure actual changes occur in instructional practice. The district requires annual professional development and growth plans for all staff members to meet their individual needs. Through a continuous improvement process, the district frequently evaluates the professional development initiatives and implementation structures and revises them as necessary.

Student achievement in reading is a district issue. The students perform well below the district average on the MEAP. During an analysis of the academic data and extensive district walkthrough data, a root cause that was uncovered is inadequate resources for teachers in reading. The district will implement a reading series aligned with the common core this fall in all of the buildings. The district though federal funds and private grant funds will invest in resources and coaches to support teachers in using those resources effectively. The district will offer intensive professional development to ensure consistency in practice and support for teachers. Below is a graphic organizer explaining timelines and budgets.

- The district will provide high quality Tier I instruction aligned to the common core standards for all students.
  - The district will build the capacity of all staff to deliver instruction that effectively meets the core literacy and numeracy needs of our students.
  - The district will implement a Guaranteed Viable Curriculum that ensures that all students have equal opportunity to learn.
  - The district will implement a comprehensive system for strategically monitoring progress on goals.
- The district will provide effective supports for all students.
  - The district will provide high quality professional development for all staff to ensure effective supports for students
  - The district will implement a Multi-Tiered System of Support (MTSS) to ensure that the individual needs of students are met.
  - The district will implement individualized teaching and learning practices to ensure that the individual needs of students are met.
  - The district will implement effective transition programs to help students successfully move from one educational setting to the next.
  - The district will strengthen community and family engagement to support the needs of students and families
- The district will support the development of high quality school level leaders
  - The district will implement a comprehensive system for identifying, developing, and supporting high performing school level leaders.

2. **Oversight of SIG Implementation:** The LEA (district/central office) must describe how it will provide effective oversight for implementation of the selected intervention for each school it proposes to serve. Who will perform this work? Will it be existing staff, or does the LEA propose to add additional staff or contract with another entity to perform this work? **(maximum length 1 page)**

BCPS has a SIG Coordinator funded at .25 FTE to ensure all SIG requirements are met, provide support to the building principal and staff, and connect the lines of communication between central office and the building. The SIG Coordinator will be housed in the the building one day per week, meet with the principals weekly, meet with the SIG monitor weekly, and attend staff meetings. All communication from the school building will be reported out and shared with other central office administration during the biweekly ed services meetings.

3. **Monitoring Progress on Annual Goals:** The LEA must describe how it will monitor the progress on meeting annual goals for each school receiving a SIG. Refer to attachment G, Annual Goals, as appropriate. **(maximum length 1 page)**

BCPS has multiple systems in place to monitor achievement goals. BCPS achievement Impact presentations are modeled after the transformational practices of Sanger Unified School District and are designed to answer the question “ How has the school impacted student achievement this year?” AIP’s serve as an opportunity to tell the story of improvement in their school by sharing their successes and challenges from throughout the year, progress on their Theory of Action, and their plans for improving achievement while also having the opportunity to receive feedback/suggestions from colleagues. The presentations also allow the district office to better understand the district needs, goals, programs, direction of all schools to ensure alignment, focus, and intentionality in the planning and implementation of strategies to improve student achievement. Each school has three AIP’s per school year.

STAR Visits - A fundamental premise of the School Team Accountability Review (S.T.A.R.) process is that no system or organization remains static. Changes will occur and are a part of life for individuals within the organization as well as the school or program itself. The STAR process is conducted using a qualitative assessment method, which is also an “action research” model of involving participants in understanding their own renewal or improvement process. To enhance students’ learning and achievement, schools need to constantly engage in the development or renewal of educational practices. “Change is a process, not an event.” The STAR process is designed to develop a clear picture of the quality of education provided in a school. It assists the school in establishing a clear view of its strengths, areas for development, challenges and successes. The purpose is to improve teaching and learning through peer review and reflection.



Examples of good practice exist throughout the building; special care should be taken to use this review as an opportunity to also identify effective teaching practices that are occurring throughout the building. Each school engages in this process twice per year.

The district supports the implementation of a common instructional written framework through the provision of a coherent professional development program designed to train instructional staff to skillfully implement the framework. To enhance the professional development program, the district provides resources and logistics to support the implementation of collaborative school teams. The district has collaboratively developed and implemented a system-wide plan to provide extra support for low-achieving and special education students. The framework is based upon rigorous instructional practices and includes strategies to differentiate instruction. All schools in the district can demonstrate, through classroom practices, consistent implementation of the framework. The district has in place a system-wide framework for using disaggregated data from multiple measures to inform the schools' efforts in closing achievement gaps. Data is gathered annually and longitudinally to assess student achievement and program effectiveness targets. The district systematically reviews success on the achievement of the targets to provide feedback to the schools for instructional decision-making and to monitor student learning. District leaders, with input from major stakeholders, annually conduct a comprehensive internal data-based evaluation of the district's performance

4. **Charter School Accountability:** If the applicant is a Michigan charter school, describe how district/central office will regularly review the charter school operator, CMO, or EMO and hold them accountable for meeting the SIG requirements. **(maximum length 1 page; please respond "N/A" if the applicant entity is not a charter school)**

**N/A**

5. **External Service Provider Accountability:** Describe how the district/central office will regularly review the performance of external service providers (ESP) and hold them accountable for meeting the SIG requirements. **(maximum length 1 page)**

The district has begun the process of selecting external providers. A committee visited several schools that were awarded a school improvement grant and have shown progress. After each visit, The team debriefed and clarified how a vendor's approach may work for the school. In addition, we are working with our ISD to support us in this decision making process. The superintendent is very involved in this process and has gone on visits with the team. Since our redesign

plan is very explicit and focus on reading and math, the team is using the plan as a screen to chose the most qualified providers.

## 6. District Level Budgets:

- a. Complete a five year budget overview for all eligible schools and applying for the SIG. Include annual district costs. **(Attachment C.2; a template has been provide for your reference)**
- b. Complete a budget specific to district level costs that covers the full five years of SIG that is separate and distinct from the individual school level budgets. **(Attachment C.3; a template has been provided for your reference)**
  - i. Annual district level costs should not exceed 5% of the overall LEA allocation.
  - ii. Building level costs or positions should not be duplicated at the district level. For example, SIG coordinators are building level positions and costs and come out of those budgets/allocations. These costs should not come from the district budget, nor may the district employ additional SIG coordinators at the district level.
  - iii. District level oversight and associated costs must reflect the actual amount of time spent on those duties.
    1. This may include restructuring duties and time of current district/central office staff.
    2. This may include hiring new staff to perform SIG-specific duties. However, the district must have a plan for how this work will be sustained after the grant period ends.
    3. This may include contracting with a third party.
  - iv. District level duties may include, but are not limited to:
    1. Financial oversight
    2. Support for school buildings receiving the grant
    3. Monitoring schools and other entities for compliance with grant requirements
    4. Monitor progress on annual goals and implementation of the grant and selected intervention model.
- c. Describe how the district budget represents the costs incurred by the district over each of the five years of the grant will support grant implementation, monitor the progress of each school, and monitor external service providers and charter school operators/CMOs/EMOs to hold them accountable for meeting SIG requirements. How does this align with and support the existing state reform/redesign plan? (N/A for focus schools) If proposing to add SIG-funded positions at the

district level, describe how these will be funded and sustained when the grant ends. **(maximum length 2 pages)**

The district budget includes the salary of the .25 FTE SIG Coordinator who will serve as the central office overseer of the SIG Grant for Ann J Kellogg. BCPS has a SIG Coordinator funded at .25 FTE to ensure all SIG requirements are met, provide support to the building principal and staff, and connect the lines of communication between central office and the building. The SIG Coordinator will be housed in the the building one day per week, meet with the principals weekly, meet with the SIG monitor weekly, and attend staff meetings. All communication from the school building will be reported out and shared with other central office administration during the biweekly ed services meetings.

There will also be \$3000 in years 1-3, and \$2000 in years 4&5 for support in the business office to manage the additional SIG business appropriately. This includes processing additional SIG payroll for extended year and extended instructional time.

## **Attachments**

**Attachment C.2:** Five Year Budget Overview

**Attachment C.3:** Preliminary District Level Budget

## **Attachment C.2: Five Year Budget Overview**

**NOTE:** Preliminary budgets are for planning and review purposes only. Initial approval of the grant application does not grant explicit approval to all preliminary budget items. Final approval of SIG budget items occurs in the Michigan Electronic Grants System Plus (MEGS+) and is subject to Title I rules of supplement vs. supplant, tests of allowability, and reasonable and necessary expenditures to support the approved reform model. Inclusion of an item in the preliminary budget does not guarantee it will be approved as a line item submitted in MEGS+.

Complete the budget overview on the next page using the template provided.

LEA BUDGET OVERVIEW						
Budget Year	Year 1	Year 2	Year 3	Year 4	Year 5	5 Year Total
Eligible School #1	1,042,985	1,042,985	1,042,985	563,728	563,728	4,256,411
Eligible School #2						
Eligible School #3						
Eligible School #4						
LEA Costs	52,149	52,149	52,149	41,629	41,629	239,705
Total Budget						4,496,116

## Attachment C.3: Preliminary District Level Budget

**NOTE:** Preliminary budgets are for planning and review purposes only. Initial approval of the grant application does not grant explicit approval to all preliminary budget items. Final approval of SIG budget items occurs in the Michigan Electronic Grants System Plus (MEGS+) and is subject to Title I rules of supplement vs. supplant, tests of allowability, and reasonable and necessary expenditures to support the approved reform model. Inclusion of an item in the preliminary budget does not guarantee it will be approved as a line item submitted in MEGS+.

The district budget must adhere to the following guidelines

1. Annual district level costs should not exceed 5% of the overall LEA allocation.
2. Building level costs or positions may not be duplicated at the district level. For example, SIG coordinators are building level positions and costs and come out of those budgets/allocations. These costs may not come from the district budget, nor may the district employ additional SIG coordinators at the district level.
3. District level oversight and associated costs must reflect the actual amount of time spent on those duties.
4. District level duties may include, but are not limited to:
  - a. Financial oversight
  - b. Support for school buildings receiving the grant
  - c. Monitoring schools and other entities for compliance with grant requirements
  - d. Monitor progress on annual goals and implementation of the grant and selected intervention model

District/Central Office Budget Year 1: (may not exceed 5% of total allocation)								
FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
221	Improvement of Instruction							
226	Supervision and Direction of Instructional Staff	16738	1077					26915
232	Executive Administration							
233	Grant Writer/Grant Procurement							
249	Other School Administration							
252	Fiscal Services	3000	1260					4260
266	Operation and Maintenance							
281	Planning, Research, Development, and Evaluation							
283	Staff/Personnel Services							
331	Community Activities							
	SUBTOTAL							
	Indirect Costs <u>4.41</u> % Restricted Rate	20974						20974
	TOTAL	40712	2337					52149



<b>District/Central Office Budget Year 2: (may not exceed 5% of total allocation)</b>								
<b>FUNCTION CODE</b>	<b>FUNCTION TITLE</b>	<b>SALARIES</b>	<b>BENEFITS</b>	<b>PURCHASED SERVICES</b>	<b>SUPPLIES &amp; MATERIALS</b>	<b>CAPITAL OUTLAY</b>	<b>OTHER EXPENDITURES</b>	<b>TOTAL EXPENDITURES</b>
221	Improvement of Instruction							
226	Supervision and Direction of Instructional Staff	16738	1077					26915
232	Executive Administration							
233	Grant Writer/Grant Procurement							
249	Other School Administration							
252	Fiscal Services	3000	1260					4260
266	Operation and Maintenance							
281	Planning, Research, Development, and Evaluation							
283	Staff/Personnel Services							
331	Community Activities							
	<b>SUBTOTAL</b>							
	<b>Indirect Costs 4.41% Restricted Rate</b>	20974						20974
	<b>TOTAL</b>	40712	2337					<b>52149</b>

<b>District/Central Office Budget Year 3: (may not exceed 5% of total allocation)</b>								
<b>FUNCTION CODE</b>	<b>FUNCTION TITLE</b>	<b>SALARIES</b>	<b>BENEFITS</b>	<b>PURCHASED SERVICES</b>	<b>SUPPLIES &amp; MATERIALS</b>	<b>CAPITAL OUTLAY</b>	<b>OTHER EXPENDITURES</b>	<b>TOTAL EXPENDITURES</b>
221	Improvement of Instruction							
226	Supervision and Direction of Instructional Staff	16738	1077					26915
232	Executive Administration							
233	Grant Writer/Grant Procurement							
249	Other School Administration							
252	Fiscal Services	3000	1260					4260
266	Operation and Maintenance							
281	Planning, Research, Development, and Evaluation							
283	Staff/Personnel Services							
331	Community Activities							
	<b>SUBTOTAL</b>							
	Indirect Costs _____ % Restricted Rate	20974						20974
	<b>TOTAL</b>	40712	2337					<b>52149</b>

<b>District/Central Office Budget Year 4: (may not exceed 5% of total allocation)</b>								
<b>FUNCTION CODE</b>	<b>FUNCTION TITLE</b>	<b>SALARIES</b>	<b>BENEFITS</b>	<b>PURCHASED SERVICES</b>	<b>SUPPLIES &amp; MATERIALS</b>	<b>CAPITAL OUTLAY</b>	<b>OTHER EXPENDITURES</b>	<b>TOTAL EXPENDITURES</b>
221	Improvement of Instruction							
226	Supervision and Direction of Instructional Staff	16738	1077					17815
232	Executive Administration							
233	Grant Writer/Grant Procurement							
249	Other School Administration							
252	Fiscal Services	2000	840					2840
266	Operation and Maintenance							
281	Planning, Research, Development, and Evaluation							
283	Staff/Personnel Services							
331	Community Activities							
	<b>SUBTOTAL</b>							
	Indirect Costs <u>4.41</u> % Restricted Rate	20974						20974
	<b>TOTAL</b>	18738	1917					<b>41629</b>

## District/Central Office Budget Year 5: (may not exceed 5% of total allocation)

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
221	Improvement of Instruction							
226	Supervision and Direction of Instructional Staff	16738	1077					17815
232	Executive Administration							
233	Grant Writer/Grant Procurement							
249	Other School Administration							
252	Fiscal Services	2000	840					2840
266	Operation and Maintenance							
281	Planning, Research, Development, and Evaluation							
283	Staff/Personnel Services							
331	Community Activities							
	SUBTOTAL							
	Indirect Costs ____4.41____ % Restricted Rate	20974						20974
	TOTAL	18738	1917					41629